

Element #1: Facilitative & Distributive Leadership

A. Shared Vision and Purpose

1. To what extent do the school and SLCs have uniform vision and goals?

Alignment to 2009-2010 NYC Quality Review Criteria Rubric 1.3: Make strategic organizational decisions to support the school's instructional goals and meet student learning needs

Beginning	Developing	Deepening	Systemic
The stakeholders hold different goals and agendas that may compete against each other creating factions within the schools and SLCs which prevents the development of a comprehensive, school-wide vision	The principal has developed a vision and goals, and has an emerging understanding of shared leadership, but has not provided a mechanism for shared ownership in the school and SLCs.	The principal and SLC leadership are responsible for insuring that the collective vision of the whole school is kept as the forefront of the work. As such, the principal establishes a common framework of high expectations and accountability	The principal and key stakeholders (students, teachers, parents, staff, guidance counselors) have a collective vision and a common framework of high expectations and accountability for the school to achieve common goals within the school and SLCs. Stakeholders are able to articulate the school's vision

B. Shared Decision Making and Accountability

1. In what ways are the SLCs empowered, accountable and involved in decision making?

Alignment to 2009-2010 NYC Quality Review Criteria Rubric 3.4: Communicate high expectations to students and families, engage them in decision-making, promote active involvement in school community

Beginning	Developing	Deepening	Systemic
The principal is the sole decision maker and evaluator.	The principal is beginning to build a culture of empowerment and accountability within the SLCs that includes consultation with the SLC Directors and a developing understanding of the SLC Director's leadership position.	Supervisors and all staff are empowered to work towards common goals within and across SLCs. SLC leadership teams are involved in some aspect of the decisions about the use of SLC budget and resources assessing the effectiveness of the framework, scheduling and hiring of staff.	The principal has established a culture of empowerment and shared accountability. SLC Leadership Teams are involved in decisions about the use of SLC budget and resources, scheduling and hiring of staff, and assessing the effectiveness.

Element #1: Facilitative & Distributive Leadership

C. Support and Supervision for leaders

1. How does the school support and supervise leadership staff?

Alignment to 2009-2010 NYC Quality Review Criteria Rubric **4.1:** Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers **AND 5.1:** Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school

Beginning	Developing	Deepening	Systemic
Staff supervision of SLC leaders is limited to contractual requirements. SLC supervisors have no formal support or incentives to develop their leadership capacity	The SLC leadership identifies a common evaluation process for supervising staff members that acknowledges the importance of leadership development	The SLC leadership uses a shared process for supervising staff and identifies individuals who need to be supported as potential leaders	The SLC leadership has a shared and comprehensive process for assessing and supporting staff members in multiple leadership roles. This process ensures the ongoing development of leadership capacity

D. Leadership Capacity

1. How well does the SLC promote teachers' leadership capacity and growth?

Alignment to 2009-2010 NYC Quality Review Criteria Rubric **4.3:** Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes

Beginning	Developing	Deepening	Systemic
The SLC minimizes the potential for leadership development by assuming that teachers' only responsibility is to teach students.	The SLC identifies teacher leaders and expects them to assume leadership roles without any professional development or support.	SLC teachers are invited to assume leadership roles and are provided with time and limited resources to exercise those roles.	The SLC encourages the development of leadership capacity among all staff and students and provides multiple opportunities (i.e., conferences, study groups, etc.) for them to learn about and explore ways of exercising such leadership

Element #2: Dedicated teaching, learning, and support teams

A. Teachers Working Collaboratively – toward student achievement

1. How are teachers organized to work in support of student needs?

Alignment to 2009-2010 NYC Quality Review Criteria Rubric **2.2:** Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the team and classroom level **AND 2.3:** Use or develop tools to enable school leaders and teachers to organize and analyze student performance trends **AND 2.4:** Engage in an open exchange of information with students and families regarding students' learning needs and outcomes

Beginning	Developing	Deepening	Systemic
Teachers are organized into SLC but continue to identify themselves with their academic departments. Individual teachers work in isolation to design instructional approaches to address students' needs.	While teachers continue to work primarily within subject areas, they begin to collaborate with colleagues who share the same students within their SLCs, with a focus on academic interventions.	Teachers work across and within subject areas and SLCs, with a primary focus on collaborating with colleagues who share the same students, and begin to design and implement instructional approaches to address those needs.	SLC teachers and staff work together within subject areas and in cross-disciplinary teams to identify and communicate student needs, and to implement targeted and coordinated curriculum, instructional and support services to address those needs.

B. Common Planning

1. To what extent does the SLC use common planning time effectively?

Alignment to 2009-2010 NYC Quality Review Criteria Rubric **1.4:** Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults **AND 4.2:** Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning

Beginning	Developing	Deepening	Systemic
Common planning time is given low priority. Teachers may share space but work in isolation of each other.	Common planning time focuses on socialization rather than collaboration among teachers with little emphasis on teachers' instructional practices.	Common planning time activities focus on developing and refining learning and assessment work in support of struggling students.	Common planning time activities are planned in response to the needs of adults and students and focus on developing and refining learning and assessment work in support of all students.

Element #2: Dedicated teaching, learning, and support teams

C. Effective Use of Staff			
<i>1. How are student academic, social, emotional and physical needs considered in placement decisions?</i>			
Alignment to 2009-2010 NYC Quality Review Criteria Rubric 4.4: Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students			
Beginning	Developing	Deepening	Systemic
Student placement decisions are based exclusively on their achievement and promotion needs.	Students are placed in classrooms and programs by aligning staff's capacity with student promotion and graduation needs, including those of special education and ELL students. Emotional and social needs are given cursory attention	Student placement decisions are based on staff's capacity and with consideration of all student learning, social, emotional, and physical needs.	Student academic, social, emotional, and physical needs as well as their interests are the primary criteria for assigning and placing staff members in SLCs.
<i>2. Who is involved in making placement decisions?</i>			
Non-SLC staff (program office) matches available staff with students' promotional/graduation needs.	The principal collaborates with SLC leaders to make placement decisions.	The principal consults SLC Leaders and teachers to align staff capacity and areas of interest with student needs.	The principal collaborates with all relevant constituencies (teachers, guidance and support, union representatives, parents, etc.), to identify and address student needs and interests through placements and interventions.

Element #2: Dedicated teaching, learning, and support teams

D. Personalization

1. To what extent does the SLC create a personalized environment?

Alignment to 2009-2010 NYC Quality Review Criteria Rubric **2.4:** Engage in an open exchange of information with students and families regarding students' learning needs and outcomes **AND 4.4:** Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students

Beginning	Developing	Deepening	Systemic
Personalization initiatives are implemented by teachers in their individual classrooms.	The SLC staff works together to promote a sense of community and identification for the staff.	Adults and students engage in activities which personalize learning and connect them to each other for purposes of support and academic encouragement.	Adults and students engage in activities that foster deep connections among all members of the SLC. Students are known as learners and individuals by a wide range of adults in the SLC and use this knowledge to develop concrete plans for student success.
The SLCs distinguish themselves from each other by name only.	Personalization activities are limited to developing the SLC public identity. Students know which adults within their SLC to go to for assistance.	Significant numbers of students develop on-going relationships with adults in the SLC and adults within the SLC know the students by name.	Every student has a significant, on-going adult connection in the SLC.

E. Communication with parents

1. In what ways does the SLC communicate with parents?

Alignment to 2009-2010 NYC Quality Review Criteria Rubric **2.4:** Engage in an open exchange of information with students and families regarding students' learning needs and outcomes **AND 3.4:** Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community **AND 5.2:** Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school

Beginning	Developing	Deepening	Systemic
Teachers contact parents as needed to address student-related issues related to discipline or non-compliance.	SLC staff members communicate with parents and students as needed to address students' academic achievement.	SLC Staff, students and parents engage in ongoing communication about student academic achievement and progress.	SLC Staff, students and parents communicate extensively and work together to positively impact the student's achievement, learning and other needs.

Element #3: A Data-Driven System of Accountability

A. Data-driven instruction

1. To what extent is the SLC using assessment-measures data to make instructional decisions?

Alignment to 2009-2010 NYC Quality Review Criteria Rubric **3.2:** Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support **AND 5.3:** Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time

Beginning	Developing	Deepening	Systemic
The entire school community has limited knowledge of, and experience with using data to identify student problems. There is an over-reliance on single measures.	Individual teachers or some SLC teams use data from various sources to assess student needs and develop interventions.	SLC teams' members use data from tests and other measures to assess the effectiveness of interventions and make program adjustments.	SLC teams use diversified assessment measures: i.e., performance tasks, portfolios, process measures, tests, etc.), data and applicable standards to assess student needs, plan, develop, implement, and adjust instructional programs.

B. Using student work to improve teachers' practice

1. How does the SLC use student work and other data to diagnose needs and make instructional decisions?

Alignment to 2009-2010 NYC Quality Review Criteria Rubric **2.2:** Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the team and classroom level

Beginning	Developing	Deepening	Systemic
SLC teachers use student work primarily for grading purposes. Individual teachers may occasionally diagnose student needs based on student work.	Individual teachers, the inquiry team, or SLC teams review limited student work to identify instructional concerns or skill deficits.	The inquiry team as well as SLC teachers analyze student work and use the data to design and adjust their teaching and assessment strategies.	SLC teachers work with the inquiry team to analyze student work and other data on a regular basis to ascertain mastery of standards, assess the effectiveness of teaching strategies, and refine curriculum and assessment.

Element #3: A Data-Driven System of Accountability

C. Monitoring Student Progress

To what extent does the SLC use assessment-derived data to diagnose and monitor student progress?

Alignment to 2009-2010 NYC Quality Review Criteria Rubric **3.3:** Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level **AND 5.2:** Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school

Beginning	Developing	Deepening	Systemic
SLC guidance counselor periodically monitors academic progress and addresses student behavioral and social issues as needed. Administrators monitor academic progress separately.	SLC teams monitor academic progress periodically, and confer with administrators; and address social and behavioral issues.	SLC teams and administrators utilize internal data to monitor student academic progress, provide college/career activities and discuss social and behavioral progress.	SLC teachers and administrators collaboratively utilize internal and external data to regularly diagnose and monitor every student's academic progress, assist with career/college planning, and provide support for social and behavioral progress. Students monitor their own progress as well.

D. Inquiry Team

1. How is the work of the Inquiry Team aligned to the goals of monitoring and improving student progress?

Alignment to 2009-2010 NYC Quality Review Criteria Rubric **2.1:** Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level **AND 3.2:** Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support

Beginning	Developing	Deepening	Systemic
The principal has assembled a group of administrators and selected teachers as part of a school wide Inquiry Team to focus on improving the academic progress of a student cohort: 15-30) in the school population. The focus is academic interventions. Any findings or lessons stay within the group.	The school's Inquiry Team consists of administrators, teachers, and support staff and is focused on identifying a specific group of students that struggle: i.e. 9 th grade boys, overage 10 th graders, etc.). Successful intervention strategies are shared with Leadership Team for dissemination/broader implementation.	There are multiple Inquiry Teams in each school. Administrators, teachers, and support staff use data to identify the needs of struggling students. Interventions are designed, implemented, and assessed to improve student progress The results of interventions and findings are shared with teachers in individual SLCs.	Each SLC has its own Inquiry Team comprised of an administrator, teachers, and support staff. Throughout the year, each Inquiry Team uses a variety of data sources to identify a group of students outside of the SLC's sphere of success. Interventions and instructional strategies are designed, implemented, assessed. Lessons learned from the inquiry process are shared and applied to the larger population.

Element #4: A rigorous curriculum and instruction for all students, centered on a unifying focus

A. Rigor and coherence of curriculum and instruction

1. To what extent are the curriculum and instruction for all students rigorous and coherent?

Alignment to 2009-2010 NYC Quality Review Criteria Rubric 1.1: Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards

Beginning	Developing	Deepening	Systemic
Teachers plan and discuss curriculum and instruction from the point of view of their individual subject. Curriculum is not consistently aligned to city and state standards. Only selected students have access to rigorous subject-specific courses.	Within SLCs, individual teachers design interdisciplinary units that are aligned with city and state standards. The curriculum comprises an array of rigorous and low-level courses with limited access to interdisciplinary experiences.	The SLCs have a thematic and/or conceptual curriculum which reinforces SLC objectives, and is at least partially aligned with city and state standards. SLC teachers plan and implement rigorous, interdisciplinary units and lessons which are open to all students.	The SLCs have a rigorous, coherent interdisciplinary, thematic and conceptual curriculum which reinforces SLC objectives, and is aligned to city, state, national, and international standards. SLC teams plan and design rigorous interdisciplinary units and assessments for all students that foster SLC objectives.

B. Differentiation and support for all students to achieve

1. How does the SLC support the learning needs of all students?

Alignment to 2009-2010 NYC Quality Review Criteria Rubric 1.2: Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products

Beginning	Developing	Deepening	Systemic
Classrooms and programs operate as if all students had the same learning needs.	Students have limited access to program options for learning to achieve grade level expectations.	Curriculum, instruction or assessment are differentiated enough to allow students to learn based on their needs.	Programs and classrooms are fully differentiated to enable all students to achieve high levels of academic success and independence.

Element #4: A rigorous curriculum and instruction for all students, centered on a unifying focus

C. PD for curriculum, instruction and assessment

1. How do we measure how well SLCs are preparing students for post-secondary education and the world of work?

Alignment to 2009-2010 NYC Quality Review Criteria Rubric **4.1:** Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers **AND 4.2:** Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning **AND 4.3:** Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes **AND 4.4:** Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students

Beginning	Developing	Deepening	Systemic
The school has a limited number of academic intervention strategies to monitor progress and assist students with attaining grade level skills by grade 12.	The school and SLC offer limited courses or program opportunities for students to attain grade level skills.	SLC teams of administrators, teachers, and counselors work together to implement programs that improve grade level performance of students and increase readiness for post-secondary success.	School-wide planning enables SLCs to have a well developed instructional plan to enable students to graduate and be prepared for post-secondary education and the world of work.

2. To what extent do teachers within the SLC have access to a range of professional learning opportunities that strengthen their practice?

Beginning	Developing	Deepening	Systemic
Teachers attend isolated awareness or skill building workshops that relate partially to curriculum, instruction or assessment. Professional development focuses on curriculum, instruction, or assessment rather than the connections among these. There are few, if any, opportunities for teachers to use what they learn.	Professional development is only partially focused on rigor and may include a combination of single events and a series learning opportunities that are held primarily off-site. There are limited opportunities for follow up.	Professional development is often site-based and consists of multiple opportunities and events for teachers to learn how to design varied assessments, differentiated instructional approaches, interdisciplinary curriculum and other designs around concepts or themes to increase rigor and coherence.	Ongoing site-based, differentiated and diversified professional development is tailored to the unique needs of SLCs students and teachers focusing on both the quality and rigor of the curriculum, instruction and assessment. Teachers and administrators have developed a culture of learning in which they seek and share knowledge, including best practices and educational literature, across SLCs and subject areas.

Element #4: A rigorous curriculum and instruction for all students, centered on a unifying focus

C. PD for curriculum, instruction and assessment (continued)

3. To what extent does the SLC address professional learning needs and promote their growth?

Alignment to 2009-2010 NYC Quality Review Criteria Rubric **4.1:** Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers **AND 4.2:** Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning **AND 4.3:** Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes **AND 4.4:** Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students

Beginning	Developing	Deepening	Systemic
The professional development plan on the use of common planning time, data, and best practices lacks alignment with teacher learning needs.	The professional development plan on the use of common planning time, data, and best practices lacks alignment with teacher learning needs.	The professional development plan and activities on the use of common planning time, data, and best practices are informed by teachers' needs and consist of a combination of workshops and conferences with selected opportunities for turn keying the work.	The professional development plan includes a wide range of activities and experiences driven entirely by SLC teachers' needs with the intent of building their capacity to use data and common planning time effectively, and to implement best practices.

4. Who is involved in determining teachers' professional development?

Beginning	Developing	Deepening	Systemic
Involvement of SLC staff in professional development activities is minimal and lacks teacher input.	SLC teachers and other staff are invited to share their learning needs and have access to professional development activities but are not given the venue to turn-key or implement the practice/learning.	SLC teachers, guidance counselors and support staff inform and participate in professional development activities to support teacher planning, student outcomes, and best practices.	SLC teachers, guidance counselors and support staff design and implement professional development activities to address their professional needs and to structure time to support teacher planning and learning.

Element #4: A rigorous curriculum and instruction for all students, centered on a unifying focus

D. Feedback to Teachers

To what extent do teachers receive feedback that supports teaching and learning?

Alignment to Quality Review Criteria Rubric: **2.2:** Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the team and classroom level **AND 4.1:** Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers

Beginning	Developing	Deepening	Systemic
The only sources of feedback for teachers are the formal classroom observations as outlined in the teachers' contract.	In addition to teachers receiving formal classroom observations, they receive informal observations or observations that lack a standardized tool with no direct support for improvement.	All teachers have access to formal and informal formative feedback on their practices which informs their planning, teaching and assessment work.	Formative interactions: supervisory observation system as well as peer coaching sessions with colleagues) around planning, teaching, and assessment inform SLC leadership and their work and facilitate staff coaching.